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ABSTRACT

This guide has been prepared as an aid to the trainer/facilitator of adult education. Section I addresses some of the more common myths concerning adult learners, particularly the 50-plus age group. Section II describes the "to-be" 50-64 age group population, based on literature searches. Section III identifies learners do or do not participate in adult education. Section IV suggests tips for the classroom regarding the adult learner. Section V suggests facility needs that may have an impact on this learner. Section VI relays some concerns regarding this population in the future. Section VII views some "best practices" of adult learning in action in Florida and beyond. In this section are descriptions of 6 educational programs in Florida and 34 abstracts and annotations that were identified in an ERIC microfiche search of current literature on older persons and adult education and related programs. Section VIII suggests 41 bibliographic references for the facilitator to consider and includes a directory of resources for older persons that lists 34 national organizations and 8 federal agencies. (YLB)

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CHALLENGE OF THE OLDER ADULT LEARNERS FACTS AND TIPS FOR EDUCATORS

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Dedication

This manuscript is dedicated to my favorite older learner, Aunt Mamye Windham (born September 24, 1900, died January 21, 1993). Aunt Mayme was my great-aunt, my mentor, my guide through time, my mother at times, my sister, my comrade-in-arms, my inspiration for living.

Aunt Mamye was unique--even to the spelling of her name. A career woman, wife, mother and exceptional self-learner, she was every bit a woman of this extraordinary century and a living testament to the rites of passage women of her age experienced and witnessed.

A little-bit-of-a-person, she stood not only her ground but also fought for others who were less able to fend for themselves. She was assertive, opinionated, affectionate, strong-willed. She lived every minute as though it were her last and squeezed the life out of every second. Life did not happen to her: she attacked it. Her love affair with nature is a good example: she both embraced and challenged it. She became excited to see a forsythia bloom or a crocus poke its head through the ground. She fussed and fussed about leaves, grass, sticks and stones in her yard, but never would consider having a yard that didn't involve hard work. She complained about dogs or cats messing up her house or yard and then would be the first one to feed and take in a homeless animal.

Aunt Mayme was also a great teacher. She taught me and others who knew her the following lessons:

- **Stay close to the real world but reach for the stars.**
- **Don't settle for less than you are entitled to.**
- **Care for people even if the caring is not returned.**
- **Enjoy working and doing rather than sitting and being.**
- **Follow your heart and not the crowd in your music, your clothes, your God, and your choices in life.**
- **There are no male-only or female-only roles. You can be feminine even participating in traditional male roles.**
- **Accept that physical beauty is not the only kind. Your attitude can be beautiful and make you beautiful.**
- **Being alone is just fine. Being with family and friends is just fine. Being with strangers can also be just fine.**
- **Family has obligations to family. Friends have obligations to friends.**
- **Find joy out of the most painful situations.**
- **Don't fear doing things differently from others.**
- **Find special qualities in people even when they don't see those qualities in themselves.**
- **Treat others as you would like to be treated but remember those who did not treat you the way you should have been treated.**
- **Don't become bored with your surroundings or the people in your life. Spice them up.**
- **Don't live with "what ifs" or "if onlys." Remember the past, live the present, and look forward to the future.**
- **Learn something new every day...even if it's nonsense.**

Thank you Aunt Mamye, for these lessons and all the memories. I miss you deeply and grieve your passing. But by sharing your lessons with those whose lives I touch, you will be a part of me and them, and in this way, live forever.

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ADULT EDUCATION
ADULT EDUCATION
?

Introduction

In Greek and Roman times, life expectancy was a mere 20 years. By the year 2030, it is projected that life expectancy will reach 85, and by 2050, 100 years. The results of this lengthening of human life will contribute significantly to the expected rise in U.S. population to the 300 million mark by 2050. "Between 1984 and 2040 the total U.S. population is projected to increase by a third, while the 55-plus population is projected to more than double" (*U.S. Bureau of Census*, Table 202).

There will be considerably more older people, straining the capacities of "health care systems, social security, and both public and private pension plans: (Life, February, 1989). Researchers such as Courtenay and Long contend that this ever-increasing number of older Americans will also have major impacts on our society and our educational systems. It is to this concern that this paper is primarily addressed: education for older Americans.

The older population has been increasing at a far more rapid rate than the rest of the population for most of this century. Not only have their numbers been increasing, but notable changes have been occurring in their profiles, such as:

- though older, they don't seem as old; better nutrition, exercise, and preventative medicine have slowed down the aging process

- the older American has become increasingly better educated as noted in the following figures from a U.S. Senate Committee on Aging (1984):

	Median years of schools completed by 65+	Entire Population
1940	8.1 years	
1970	8.7 years	12.2 years
1980	10.2 years	12.5 years
1990	10.9 years	12.7 years

- It is predicted that by the "middle of the next century, the proportion of young persons and elderly will be almost equal, with persons zero to 19 years equaling 23% and the elderly equaling 22% of the population" (*U.S. Bureau of the Census*, Table 6-6).

- The elderly population is growing older. "By the turn of the century, half of the elderly population is expected to be age 65 to 74 and half will be age 75 or older" (*U.S. Bureau of the Census*, Table 505).

- More older Americans are extending their working years beyond the traditional retirement years.

- Many of the myths of older age are being dispelled with scientific data. (See discussion in Section I.)

- People over 65 now have more "discretionary income than any other age group" and "pay a smaller percentage of income in taxes than younger people do" (Dychtwald, p. 71).

This guide has been prepared as an aid to the trainer/facilitator of adult education to:

Section I.	Recognize some of the myths concerning adult learners, particularly the 50-plus age group.
Section II.	Describe the "to-be" population based on literature searches.
Section III.	Identify why this learner does or does not participate in adult education.
Section IV.	Suggest tips for the classroom regarding the adult learner.
Section V.	Suggest facility needs that may have an impact on this learner.
Section VI.	Relay some concerns regarding this population in the future.
Section VII.	View some "best practices" of adult learning in action in Florida and beyond.
Section VIII.	Suggest some bibliographic references for the facilitator to consider.

So let us now begin.

Section I Myths About Older Learners

Numerous myths exist that create *gerontophia*, a "fear of aging and a prejudice against the old" (Dychtwald, p. 30) in our country. This section will address a few of the more common ones that influence the education of adult learner.

Myth #1 You can't teach an old dog new tricks.

Lack of experience can directly impact an individual's ability to obtain new information. Crystallized intelligence is dependent on experience, accumulated knowledge and interaction with one's environment.

Catell's studies have noted that individuals' scores on crystallized intelligence increased with age. Older cohorts showed the largest increase in performance on composites of scores on verbal meaning, reasoning, numbers, word fluency and social responsibility (Nesselroade, p. 226).

Knowles has also noted that older adults learn new tricks better than younger persons who have not yet been confronted with some of the "critical events" of life (Knowles, p. 154).

Myth #2 Older people want to be alone and isolated from society.

The need for social relationships remains throughout life, although associations do change as we age. Those individuals having at least one close confidant who is not a spouse or relative seem to make better adjustments to the declining circle of contacts (Lowenthal,1978).

Older adults may become isolated due to:

- being less mobile due to sight or transportation problems
- being less able economically to maintain associations
- the end of association tied to work or to now-deceased partner
- declining social status due to work role changes
- family members or friends moved away or individual moved to new climate for health reasons
- et cetera

Myth #3 Older people are not as intelligent as their younger counterparts.

Thorndike, in his early studies on intelligence, suggested that factors other than intelligence could affect an adult's ability to perform well on IQ tests, such as general health and energy; interest in learning; opportunity to learn; and exposure to material being tested on in immediate past.

Wechsler included a compensatory factor for increasing age in his testing and noted that psychomotor speed in testing does decline with age, but the decline in the power of response was not noted (Borrow and Smith, p. 226).

Baltes and Schaie dismissed decline in intelligence with age as a myth. In their studies, verbal comprehension, number skills, and inductive reasoning all tended to increase with age, even into the seventies. Thought processes, hand-eye coordination, and general physical response did take longer, and the changing in the five senses did have an impact on the performance on timed IQ tests, though.

Myth #4 Older people can't take tests; all courses should avoid testing.

The problem with adults taking tests is not with the ability to take the test, but with how the tests are given and the perceptions of the older test-taker. The following points need to be considered:

- Some older adults tire too easily, and this affects test-taking performance
- Some older adults are too sensitive to time pressures, and this affects performance
- Some older adults have low expectations of won achievement or ability to do tests due to past experiences
- Some older adults have had less formal schooling, thus less experience in developing test-taking skills
- Some older adults perform poorly due to social-economic and/or ethnicity, not intelligence
- Some older adults fear embarrassment when placed in competitive situations with others in a testing situation.

These concerns should suggest techniques for adult educators to consider in the way in which tests are administered. It does not suggest that all testing should be eliminated.

Works by Knowles and others have suggested means other than testing which may serve as a more effective measure of adult learning, such as projects that are life-centered.

Myth #5 Older people don't change, can't cope, and are pessimistic and dependent.

Research states that people not only can, but do change in personality, behavior, values, beliefs in later life (Lowenthal, p. 6-12). People who are clear about who they are and what is expected of them seem to have less fear of making such changes (Davis, p. 169). Often it is the fear of the unknown that makes one resistent to change at any age level.

Most elderly can and do face crisis situations well because they are survivors of previous crises. The degree to which an individual can cope, change, and perform well in society is highly dependent on his/her previous self-concept. People who accept negative attitudes towards older people tend to be derogatory about themselves (Ward, p. 230).

Education does influence attitudes toward life and aging:

- better educated people have a more positive attitude;
- more affluent people have a more positive attitude;
- people who have more contact with older people have a more positive attitude toward older people (DeMoyne, pp. 115-118).

(This suggests that instructors of older adult learners need to be educated and exposed to older adults prior to actually working with them via internships or field experiences.)

Myth # 6 Older people are useless, non-productive citizens.

The American equation for some time has been

job = person

no job=no person

Americans have also held a negative view of lifelong learning by supporting the following notion:

youth = time for learning

adulthood = time for learning/working

older adults = passing time or "leisureville"

The elderly are often subjected to education and leisure programs that neither challenge them nor assist them in remaining productive. The workplace has further ostracized the

senior learner by failing to assist the individual in maintaining his/her self-respect by not being permitted to use the knowledge or talent he/she possesses for the workplace or for society. Instead the older adult is often subjected to make-work programs, bingo, crafts, horseshoes, and endless hours of television viewing.

Change is occurring in society, education, recreation, and the world of work that does point to progress for the older learner. The following "words" connote new deliver systems or programs or projects that will assist the older learner in remaining alive as long as he/she lives:

Recreation	**Business**
Mobile Towns	Life-care
Epcot Center	Baylor Club 55+
Society Expeditions	Community involvement sabbaticals
Senior Olympics	Phased retirement
Mall-walker Clubs	Wells Fargo volunteer network
Adopt A Grandparent	McMasters Training Program
Lobbying/advocacy groups	Tele-conferencing
Sun City living community	Lifespan career
Home exercise equipment	Cyclic lifestyle
Community theater/chorus	Career counseling
Lineage workshops	Job skills bank
Income maintenance class	
Gourmet cooking	
Arts for Profit	
Masters Swim Program	
Society	**Education**
Gray Panthers	Elderhostel
RSVP	Laboratory at Sea
Volunteer service credits	Self-directed learning
Community clean-up days	Andragogy and Synergogy
Eldercorp	Investment counseling
Condo management	Creative writing
AARP	At-home training
Leadership training	Death and dying classes
Institute for Alternative Futures	Formal sabbaticals
	LMO's

(Words generated in class brainstorming session. *Age Wave* served as primary source.)

In categorizing the needs of older adult learners, the majority of the offerings proposed via the "words" will meet the coping, expressive, contribute, and influence needs that older learners have expressed in numerous surveys.

Myth #7: All older people become senile; it is an inevitable consequence of aging.

Senility is a series of specific and often treatable symptoms of disease. Not everyone becomes senile, nor does everyone have mental disorder as they age, nor is every mental disorder a portion of senility. Using the expression "He's getting senile" as a blanket statement lumps all mental disorders into one category and masks treatment of a specific disorder and/or symptom.

The regular population, as well as the aged, experiences lapses in memory. In the younger population the lapse is dismissed; if older adults experience similar lapses, they may receive a label of "senile." Memory does influence the cognitive variables and does play a significant role in true learning ability, so we should note the differences in memory for the young and old learner.

Memory can be short-term or long-term. Studies show that sensory impairments can have a negative impact on the amount of information that is processed through the senses and learned. So the younger learner does fare better in short-term memory gain.

It should also be noted that memory, both short-term and long term, can be negatively affected by any of the following:

- sensory decline
- physiological change in brain functioning due to real or imagined trauma
- rate of recall (pacing/speed)
- mood
- sense of self-confidence
- feelings of depression/inadequacy
- emotional shock/distress
- interference of noise or multiple stimuli
- past socialization or life scripting regarding how your age, sex, class, et cetera is to behave

Please note that because of life circumstances, the aged as a population may be exposed to more of these disabling conditions.

There are also non-cognitive factors that affect learning. These factors hinder or facilitate performance in learning tasks, but are not related to inherent learning or ability

or intelligence. Speed, pacing, meaningfulness, and motivation are the ones we will address regarding the older adult learner.

Speed. Eisdorfer found that fatty acids in the blood did affect speed of response for older learners, and that acids could be suppressed if arousal was reduced; thus speed would increase in the performance of the subjects. The physical health, mobility, low self-esteem, poor coordination, and/or fatigue levels may also be factors that may reduce speed of performance for the aged.

Enhancing one's physical fitness ability, his/her self-concept, and ability to manage stress may well be ways for adult educators to influence the learning abilities of older adults.

Meaningfulness. Older people tend to be more interested in learning when it makes sense to them. Tasks that require manipulation of distinct objects or symbols, distinct and unambiguous responses, and low interference from previous learning are conducive to good performance by older people. Ability to perform stimulus generalization declines with age. Therefore, older adults need more time to make generalizations or they tend to get confused and/or make wrong responses. This may also account for "cautiousness" in learning new or different material--one tends to be less likely to make a response if one fears he/she will be making an incorrect response.

Motivation. Motivation depends upon specific goals; the more explicit the goals and the rewards, the greater the motivation. Motivation can be reduced by a climate that has no opportunity to function or no expectancy for learners to perform (such as in a nursing home) and when requirements for maintenance override the need to learn).

Motivation to learn can be altered by perception. As one moves from pedagogy to andragogy, it is the individual's perception of the stimulus that is the key factor in determining the response, now the raw physical property of the stimulus.

Content is more a motivator to the older learner than any other variable (Courtenay and Long, pp. 119-129). The adult educator, in concert with the older adult learner, should select material that is meaningful and challenging to enhance the learning process.

Section II Characteristics of the Older Adult Learner

The older adult learners are no more or less a homogenous group in interests and make-up than any other age group of learners. For the purpose of our discussion, the older adult learners have been separated into three age groups: 50-64, 65-79, and 80+. Keep in mind that these groupings are composed of individuals and that some 60-year-olds will act as 70 year olds and vice versa. Nevertheless, some sort of division is essential for us to clarify common characteristics.

We begin by describing not the 50-64 age group, but by describing the "to-be" 50-64 group, or what is now referred to as the "Baby Boomers." At present, this population of 24-32 year olds and 32-43 year olds represents one-third of the U.S. population (76 million people) who are predicted as "older adult to be" to have sizable influence on all aspects of American life, including education.

Descriptors for Baby Boomers

Heavy consumers
Legislatively aware
Want learning to be fun
Need/career information
Possible serial monogamy
Need daycare and eldercare
Like adventure, even in foods
Need anti-depression workshops
Like multi-sensory presentations
More likely to go in debt for offerings
Comfortable with frequent career changes
Caregivers for their parents and children
Susceptible to print media, want handouts
Dislike lecture format, prefer participation
Like leisure that includes water, sun, status, heath
Prefer individual to team sports due to time structuring
Are travel hungry, seeking excitement, luxury, and incentives
Very oriented to electronic learning, video-conferencing, et cetera

Please note that this is not a passive generation. The Baby Boomers have had a major impact as they have travelled through time. The predictions are for this trend to continue.

This generation is better educated than any generation before it. Since formal education is a significant predictor of participation in adult education, it is safe to predict that this generation will be very actively involved in educational activities as older adults.

50-64 Middle Adult Descriptors

41% still working
Become legislatively active
Have "save some, spend some" philosophy
Children grown, mortgage paid, have highest disposable income
Better educated, more affluent than their parents with more active lifestyles

Excellent market group for:

Elderhostels
Self-fulfillment
Social activities
Financial services
Second home buying
Luxury travel or tour packages
Wellness, nutrition, health promotion
Recreational productions/services
Grandchildren activities (intergenerational)

The descriptors point to a number of course offerings that may be very appealing to this learner.

What courses could be designed specifically targeted to this group's interests?

1.

2.

3.

4.

65-79 Descriptors

More females
10% of population still working
"Save, save, save" philosophy
Living actively and independently
Many interests of younger age groups
Great concern for health and growing old; fear of limitations of illness

Excellent market for services:

Travel
Death/dying
Security/safety
Mobile programs
Adult education
Social activities
Convenience/access
Insurance information
Personal care products
Financial/estate planning
Healthy/wellness promotion
Retirements and life care housing
Recreation experiences more than products

This age group appears to be recognizing limitations more than the previous groups. Perhaps adults educators' roles could be to emphasize how to reduce the limitations.

What courses could be designed specifically targeted to this group's interests?

1.

2.

3.

4.

80+ Descriptors

Less than 2% working
Less personal independence
Two-thirds of group are female
High poverty levels than other age groups
Very oriented in Protestant work ethic; leisure is still strange concept

Services needed:

Cooking
Housecleaning
Financial management
Driving/transportation
Gardening/home maintenance
Food/medicine purchasing tips

At present this group is least in need of adult education in formal classes. That does not say that at-home classes, tele-conferencing, distance learning and self-directed learning activities would not be of benefit. The innovative adult educator may well devise a new market group beyond 100 years.

Section III Reasons for Participating in Adult Education

Burgess (1971, pp. 3-29) classified the reasons for adult participation in group activities under seven main categories, then rank-ordered with facto loadings the prevalent reasons. The reasons are as follows: (numbers following individual items represent factor loading in Burgess study)

Desire to Know

1. To feed my appetite for knowledge (.82)
2. To satisfy a desire to know (.81)
3. To enrich my life by learning (.80)
4. To satisfy intellectual curiosity (.77)
5. To satisfy a desire to learn something new (.73)
6. To become a better informed person (.70)
7. To plan and pursue my individual study (.57)
8. To study away by myself at something meaningful to me (.53)
9. To enjoy the independence of individual study (.52)
10. To face the challenge of planning and conducting by my own learning (.52)
11. To study for its own sake (.50)
12. To upgrade my personal competency (.50)
13. To gain insights into myself as a person (.44)

Desire to Reach a Personal Goal

1. To learn in order to secure personal advancement (.79)
2. To gain additional credits for my records (.75)
3. To become eligible for benefits I could not receive otherwise (.72)
4. To fulfill a personal motivation to get ahead (.72)
5. To earn a degree, a diploma, a certificate (.69)
6. To learn to make my position in life more secure (.69)
7. To keep up with my competition (.68)
8. To become eligible for certain privileges such as joining a group or securing a job (.67)
9. To meet some formal requirements (.64)
10. To maintain or improve my social position (.62)
11. To increase my competence to achieve my goals (.59)
12. To compete with others (.59)
13. To meet the educational requirements of our era (.57)
14. To keep up with others (.57)
15. To seek relief from economic pressures of life (.55)
16. To comply with wishes of employers (.46)
17. To upgrade my personal competency (.45)
18. To carry out the recommendations of some authority (.40)

The Desire to Reach a Social Goal

1. To become a more effective citizen (.80)
2. To understand community problems (.80)
3. To improve my ability to serve society (.80)
4. To fulfill a felt obligation to society (.77)
5. To broaden my outlook on problems of society (.77)
6. To prepare for service to the community (.65)
7. To improve my ability to help others (.54)
8. To be better able to serve a church (.42)

The Desire to Reach a Religious Goal

1. To be better able to serve a church (.74)
2. To improve my spiritual well-being (.61)
3. To satisfy my interest in mission works (.55)

The Desire to Take Part in Social Activity

1. To experience the pleasures of meeting new people (.67)
2. To make social contacts (.56)
3. To feel a sense of belonging (.50)

The Desire to Escape

1. To forget personal problems (.82)
2. To have a few hours away from responsibilities (.80)
3. To get away from the routine of daily life (.74)
4. To compensate for the a lack of association with people (.71)
5. To take m mind off other difficulties (.65)
6. To find relief from some unsatisfactory condition of life (.63)
7. To enjoy a change from my present social life (.53)
8. To become acquainted with congenial people (.52)
9. To enjoy fellowship (.50)
10. To make social contacts (.50)
11. To experience the pleasure of meeting new people (.45)

The Desire to comply with Formal Requirements

1. To comply with orders of someone with authority (.80)
1. To carry out the recommendations of some authority (.78)
3. To comply with wishes of employers (.71)
4. To comply with regulations (.61)
5. To comply with recommendations of those who have influence on my life (.58)
6. To meet some formal requirements (.42)

Though the list is quite exhaustive, it does have a serious flaw. Many of the items noted are not age-appropriate for the "older" age groups. It would be an excellent learning experience to elect four samples of adult learners in the "before-50 age," "50-64 age," "65-79 age," and the "80+ age" and compare responses between and among the groups.

A recent brainstorming session in an older adult class provided the following reasons for participation:

Reasons for Participation

Intellectual stimulation
Interest in subject matter
Job-related reasons
Interest in civic/public service
Technical/vocational, safety, managerial information
Desire for more education
More information about meaning of life
Need for coping skills
Religious interest
Professional, management subject
Sports, recreation information

Many of these items would easily fit in several of Burgess' categories.

The older learner has been served with education programs that include the following:

1. Programs that assist with transition to retirement (i.e., leisure time counseling, changing lifestyle;

2. Programs that provide personal enrichment and exposure to arts and sciences;

3. Programs that emphasize personal planing and management (i.e., budgeting, nutrition, health care);

4. Programs designed to "provide individual physical therapy or memory retention techniques to respond to the special needs of the frail elder";

5. Programs designed to help the elder and his family cope with a terminal stage of life.

and a recently added component:

6. Programs that provide "specialized career training in professional roles for the older person desiring to re-enter the primary, secondary or voluntary labor market" (Bass, pp. 4-6).

These programs continue to occur at a number of sites, including colleges/universities,s the workplace, community organizations, and the home environment. Numerous authors note that the list of offerings, as well as the number of sites, will only continue to increase as the demand for adult education courses grows.

Ventura and Worthy (1982), Graney and Hays (1976), Hiemstra (1976), March, Hooper and Baum (1977), and Wasserman (1976) all concur that the number one reason given for why older adult learners do not participate in adult education is *lack of interest*. The courses are not motivating to the client group. The adult educator needs to combine creative needs assessment with effective marketing and innovative programming to alter this response.

Older adults in various studies have also alluded to the following reasons for not participating:

Reasons for Not Participating

Poor vision
Being too old
Lack of time
Lack of transportation
Absence of companion
Courses preferred were not scheduled
Location of course
Fear of unknowns
Socioeconomic condition
Having poor health
Tired of school
Parking
Fear over competition with younger person
Fear of being out at night
Lack of information about course

Many of these reasons are logistic in nature and can be dealt with. Others are perception problems that education via good marketing may eliminate. The problem is that, regardless of whether the reasons are valid or not, learning requires a participant and, as adult educators, we must have clients to whom to offer a service.

Section IV Tips for Teaching/Facilitating Adult Learners

The following list of tips is an extension of a handout from an aging course at Florida Atlantic University called "Tips for Teachers and Others who work with Older Adults." The added points come primarily from "Optimizing Learning in the Elderly: A Model" by Sharon Kay Ostwald and Howard Y. Williams.

Provide numerous rest breaks. Fatigue can have a negative influence on learning.

Do **not** hold **sessions overtime**.

Attempt to schedule courses in **time slots other than evening**.

Encourage **stretching and movement** to offset fatigue.

Emphasize important of **regular exercise** in improving reaction time, short-term memory, and the ability to reason in older people (Exerciser's Guide, p. 455).

Avoid monotone--women lose acuity for low pitches and men lose acuity for high pitches.

Repeat **important points**. Re-emphasize on the chalkboard or flip chart or through another visual.

Stand relatively still to aid lip readers. (Bright lipstick for female instructors can aid lip reading. Male instructors should avoid facial hair that restricts sight of lips.)

Arrange chairs so elders can see each other to **facilitate peer exchange**. Allow sufficient time for those exchanges.

Prepare any reading material in **vocabulary reading level** of the group.

Provide **handouts** that emphasize the main points; they are helpful to offset difficulty with recall.

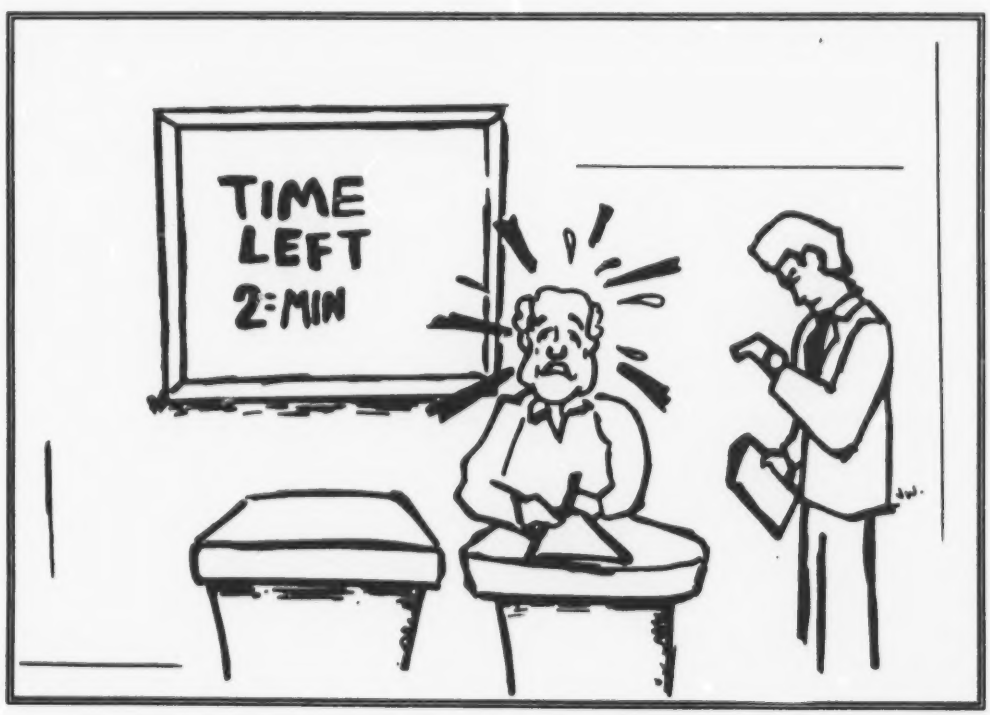
Have peer **readers or taped information** for those who have specific sight problems.

Survey elders prior to presenting new information in order to building on their **"familiar material."**

Encourage **use of hearing aids, glasses, magnifying lenses**, et cetera to aid learning.

Use **simulation games or role playing** to stimulate new learning.

Present **learning tasks in small units** with time for rehearsals and visualization, both before and after new information.



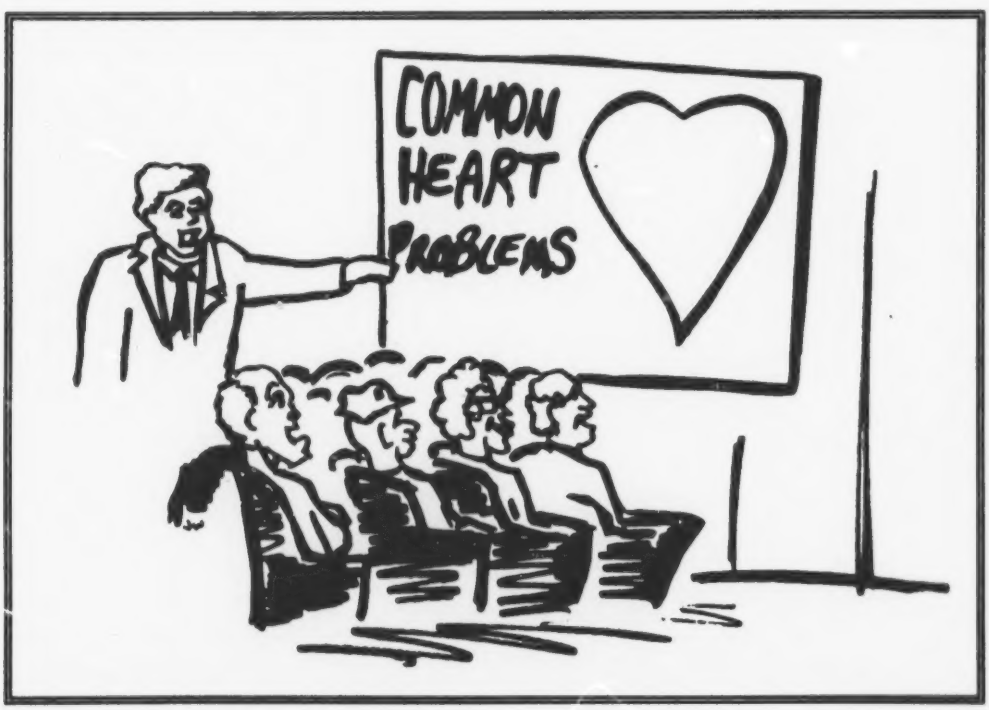
Maintain **good ventilation.**

Adjust heat or cooling to accommodate students.

Use good **illumination**; avoid flickering lights and reduce glare.

Arrange students so they are **close to speaker and to material** used for class.

Use visuals that have **sharp contrasts, large prints, and large diagrams** and pictures.



Use visuals that convey **one message at a time.**

Use **pica or "elementary print" with double spacing** on all handouts.

Allow time for older students to focus on reading materials and then re-focus on distant objects.

Speak slowly, distinctly, and enunciate clearly unusual words or unfamiliar names.

Reduce background noise that interferes with hearing.

Do not rush older learners--allow them to find their own tempo.

Be sensitive to self-concept problems. Do not discount older learners.

Address perceptions such as "being too old to learn" or "can't do math" that have a negative impact on the learning process.

Set learning by providing for **immediate use of newly learned materials** to retain information.

Assist older learners in **relating current and past learning to immediate learning** situation.

Present tasks so that older adults make as few mistakes as possible and **succeed as much as possible**.

Identify what motivates the learner and **build on that desire** as frequently as is feasible. An older learner retains interest as long as a course is relevant to his needs.

Point out not what an adult learner cannot do, but **what he/she has already accomplished**.

Include the older adult in both planing and executing the learning experience to **encourage "buy-in."**

Vary the presentations to address the learning styles of each learner and the attentiveness level. Remember that older adults are *visual, interactive* learners first.

Don't read verbatim to older adult students.

Encourage **questions and answers, group interaction, and summarizing** of main points by the learners.

Place **emphasis on learning** rather than evaluations.

Provide **meaningful material** to be learned instead of abstract concepts.

Use peers to interpret concepts of new material.

Use props to accentuate learning; i.e., if discussing triangles, bring in triangular shaped objects from daily living.

Section V Facility Needs

As more older adults enroll in adult education courses, the need for specialized facilities will become a high priority. Most training sites now used for the older adult were originally planned for children or very young adults. There are numerus physiological conditions that separate the older adult learner from these other age groups and these difference do influence facility design.

Vision changes for older adults. They need:

- more light.
- more contrasts needed because color perception alters; more difficult to differentiate between colors.
- large type/print.
- fewer shiny surfaces because they are more sensitive to glare.
- clearer, better located and larger information signs on elevators and at exits.
- bell tones used in conjunction with blinking lights to warn of danger, et cetera.
- low level lighting in audio-visual area versus total darkness for safety.

Hearing change for older adults. They:

- lose higher frequency ranges of hearing, so public address systems and warning systems need to be modified by "differential adjusting of bass tones" (Dychtwald, p. 317).

- need face-to-face contact to increase communication possibilities; tables and chairs will need to be used so that learners can face each other during learning (couches, benches, desks will need to be replaced if not moveable).

- need good acoustics with less chance of background noise distractions to interfere with learning.

Mobility and manual dexterity decreases for older adult. They need:

- More seating areas between classes.

- Fewer obstructions and variety of surfaces which confuse or hamper the older adult in moving from one area to another.

- appropriate entry and exit ramps with wide passageways.

- easy-to-reach shelves, work space for books.

- higher chairs with firm cushioning for ease of sitting and getting up.

- grab bars throughout facility, especially bathrooms.

- levers in place of knobs.

- lower crank-operating windows.

- ramps instead of stairs.

- improved mass transit systems.

- elevators that remain open longer.

- pedestrian lights that change more slowly, with mid-street traffic islands for resting.

- more opportunities to enhance fitness and obtain learning (walking trails, spas, heated pools, et cetera).

- adult-sized furniture.

Taste changes in older adults. They need:

- vending machines that offer more health-conscious foods with flavor enhancers

- adequate break with food on-site to increase socialization,reduce fatigue from dietary problems due to lack of taste.

Temperature changes for older adults. Older people:

- have an increase in fat content and a decrease in water content and thus have more difficult time tolerating temperature extremes, so more individual thermostats are needed versus whole plant controlled thermostats.

- need facilities with water heater regulators to keep tap water from becoming too hot

- need good ventilation that provides as much fresh air as feasible, with minimal drafts and "no smoking" within learning spaces.

The re-design of educational facilities will make those facilities safer and more conducive to learning for older learners.

Section VI Concerns That Influence Education of Adults Learners

There are a number of concerns which need to be voiced that may influence the education of the older learner. The following list, though not exhaustive, represents a composite of concerns gleaned from the literature, course presentations, and interview with older learners:

- Roger DeCrow surveyed 3500 learning programs for older Americans. Results showed that people over 75, older males, and minority groups were poorly served by existing programs.

- Colleges and universities have become less liberal arts oriented. Liberal arts courses have continually drawn older adults into learning situations.

- Tuition-free concept has been implemented at numerous colleges for older adults but, in many cases, serves as a paper answer to meeting the needs of the older adult learner.

- Education programs for the elderly have received the lowest priority in adult education.

- Programs planned in adult education too often underrate the intellectual/creative abilities of older people.

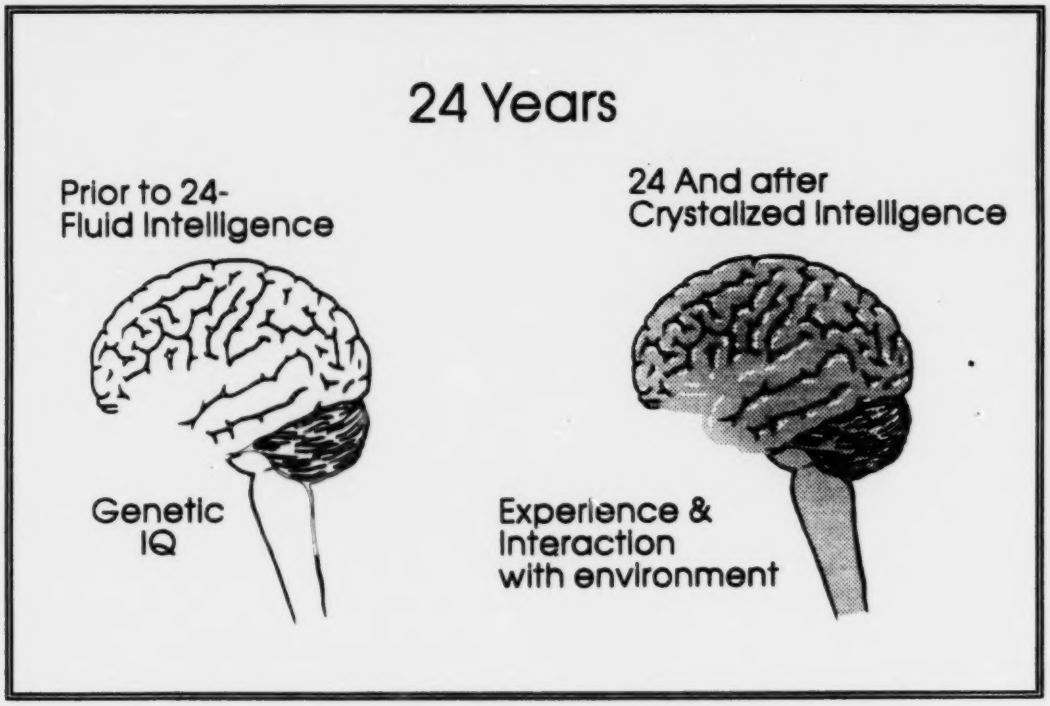
- Culture is focused on pedagogy provided tomorrow's leaders and education, or andragogy addressing the concerns for employment of adults. Old age is viewed as "childlike state, but without the charm and promise" (Curtin, p. 227).

- Courses for older adults are offered at night in unsuitable locations with less-than-comfortable furniture and amenities. Transportation, discomfort, and fear can all deter numbers of older adult learners.

- Older adult learners are often outside normal channels of communication and community service and may not be aware of education offerings.

- Americans remain youth-oriented and pretend death does not exist. This prevents the "concept of the whole life" and prevents older adults from viewing again as a portion, not an end, to the life cycle.

- No funds were allocated for education older adults in the 1980 federal budget, even though one-fourth of the 1980 budget was allocated to the elderly. At the federal level, monies went to retirement and health programs, not to education.



• Little research has been implemented that measures how effective various teaching methods and/or course content are for the elderly.

• Lack of recognition and provisions of self-directed learning are provided for older adult learners.

• More programs need to be developed for illiterate older adults. Their needs remain acute.

• The automobile is the primary source of transportation for the general population, as well as for the older population. However, the availability of the automobile as a means of transportation decreases as one ages. The lack of availability of public transportation further complicates the older adult getting to and from an educational setting.

• By the 1990s, the American male will spend 56% of his time working and 44 % on other activities of choice. The present adult has developed limited leisure skills and interests and spends the majority of his free time in spectator activities and eating (no couch potato). With more leisure time available, this scenario may increase.

- Doctors, nurses, fitness specialists all need to be educated on the process of aging. Health promotion,prevention,and wellness projects need to be developed to disseminate like information to other providers of services for the aging.

- Media stereotypes of elderly need to be altered to portray the elderly as productive, skilled members of society.

Each of the concerns noted point to issues that can and should be addressed by educators of the older adult learner. For now, the concerns represent food for thought.

...and I am in the computer **AGE**?

Section VII Best Practices in Florida and Beyond

Florida has the highest percentage of Americans 65 and older--18.3%. By the year 2010, an estimated 19.9%--one out of five--Floridians will be 65 or older. According to the 1990 Census, the elderly population will diversify more in the coming years. For these reasons and others, adult educators in Florida have a special mission in bringing their services to a growing population.

In 1990, people 65 and older

- Numbered 2,369,431 in Florida, up from 40.4% in 1980. Nationwide the elderly increased 22.3% during the decade, to 31.2 million.
- Made up 18.3 percent of the total population, compared to 12.6% nationwide.

In 1990, in Florida

- There were 74.2 men for every 100 women.
- 46.5% of the women and 79.1% of the men were married.
- 10.8%, of 247,426 people lived below the federal poverty line.
- 81.9% owned their own home.

SOURCE: (*Bureau of the Census*)

Educational Programs in Florida

Exemplary Projects for the Aged

Title:	Adult Education in Senior Care Facilities
Target Audience:	Older adults reading in a retirement center, convalescent facility or nursing home.
Project Summary:	To deliver adult general education classes in a resident facility for senior citizens. Classes are individualized in line with residents' physical and mental abilities, interests, and learning goals.
Contact Person:	Robert Hernandez, Principal; Karen Skolnick, Teacher Coordinator

	Judy Anderson, Teacher Coordinator
Address:	Miami Springs High School 751 Dove Avenue Miami Springs, FL 33166 305/ 885-3585

Title:	Project WORKF.O.R.C.E.
Target Audience:	One hundred and eighty developmentally disabled adults with varying levels of ability, between 22-72 years of age, ambulatory, able to control bodily functions, clients of HRS.
Project Summary:	To meet the individualized needs of the clients, despite their levels of severity and to provide functional, work-oriented tasks to develop skills needed to obtain supported/competitive employment, utilizing four simulated work environments and personal and social adjustment classes.
Contact Person:	Rochelle Kenyon, Assistant Principal
Address:	Adult and Vocational Off Campus Centers North 1400 NE 6 Street Pompano Beach, FL 33060 305/786-7661

Projects Funded by Section 353 of the Adult Education Act

Title:	Comprehensive Curriculum-ABE (Adult Basic Education) Elderly
Target Audience:	Adult basic education teachers of the elderly
Project Summary:	The intent of the project is to develop a comprehensive curriculum for ABE classes for the elderly in order to help teachers meet the special needs of senior adult learners and provide them with the skills and knowledge that would enhance their quality of life. Support materials to augment the curriculum and a training module are also provided.
Contact Person:	Patricia McDonald, Principal
Address:	Adult and Community Education 3111-21 Mahan Drive, Drawer 106 Tallahassee, FL 32308 904/922-5343

Title: Gadsden Seniors Survival Project

Target Audience: Senior citizens in Gadsden County

Project Summary: The intent of this project is to meet the special educational needs of Gadsden County senior citizens, who are predominantly black, low-income, and disadvantaged. Project staff select and train educational assistants in basic survival skills, to establish educational components at all senior citizen sites in Gadsden County, and to design a training component to be used for noneducational personnel. They developed and disseminated a handbook that includes the project design.

Contact Person: Carolyn Ford; Arylis Parramore, Director

Address: Vocational and Education
P.O. Box 1499
Quincy, FL 32351
904/627-1243

Title: Activities and Materials--ABE (Adult Basic Education) Elderly

Target Audience: ABE elderly learners

Project Summary: This project was designed to establish an adult basic education staff-development plan based on priorities determined through a needs assessment; conduct a variety of staff-training activities; and identify existing resources, plan additional activities, and develop material appropriate for elderly adult learners. Training and learning activities were to be correlated with the "Life Skills Curriculum for Senior Adult Learners," developed by Leon County Public Schools in 1988-89.

Contact Person: Patricia McDonald, Principal

Address: Adult and Community Education
311-21 Mahan Drive, Drawer 106
Tallahassee, FL 32308
904/922-5343

Title: Educate Before you Medicate

Target Audience: Illiterate or low-level readers enrolled in adult basic education courses or attending special program sites; health-care professionals treating low-level and illiterate readers.

Project Summary: This program addressed a problem specific to nonreaders, that of learning how to take prescription and over-the-counter medication according to instructions. Project staff increased awareness among the health-care community of the danger of nonreaders taking prescription medication. The project developed a curriculum guide, training modules, special pictogram labels, and other teaching and learning materials. Some of the materials were used in classes to teach nonreaders, and others were developed for distribution to doctor's offices, pharmacies, and hospitals where poor and illiterate people are treated.

Contact Person: Edythe Abdullah; Dawn Pinder
Address: Adult Instructional and Program Development
Florida Community College at Jacksonville
4501 Capper Road
Jacksonville, FL 32218
904/766-6726

(These resources are listed from the Florida Acenet Clearinghouse's *Catalog of Exemplary Programs (1992-93)* and the State of Florida Department of Education's *Directory of Projects Funded by Section 353 of the Adult Education Act (June 1992)).*

ERIC Microfiche Search of Current Literature on Older Persons and Adult Education and Related Programs

ED346285
Cramond, Bonnie and Breard, Nancy
Factors Influencing Women's Role Expectations.
Apr 1992
The role expectations of older female students and younger,less experienced female students were compared in a study. It examined the relationships of demographic, academic, and sex role orientation factors to role expectations expressed to groups of college women.

ED346983
SMILES (Senior Motivators in Learning and Educational Services)
13 Mar 1992
The SMILES (Senior Motivators in Learning and Educational Services) program was initiated in 1977 by Salt Lake City School Volunteers, Inc., a nonprofit organization working with the Salt Lake City School District, as an addition to an established, successful school volunteer program. The purpose of the SMILES program is to recruit and train older adults and place them in district schools to help with such activities as story reading, field trips, tutoring, art.

ED344159
Sibicky, Mark
Motivations Underlying Volunteerism: Differences and Similarities between Student and Senior Citizen Volunteers.
Mar 1992
Many Americans engage in voluntary activities and many of these volunteers traditionally have been college students and older adults. A functional approach to volunteerism suggests that similar acts of volunteerism may actually reflect very different personal, social, and psychological functions for different volunteers. This study examined partnerships to develop a model for providing workplace literacy training.

EJ448124
Schmidt, Marilynn and Haydu, Mary L.
The Older Hearing-Impaired Adult in the Classroom: Real-Time Closed Captioning as a Technological Alternative to the Oral Lecture.

1992
Educational Gerontology; v18 n3 spec iss p273-76 Mar 1992
Hearing loss associated with aging affects some older adult students in higher education. Real-time closed captioning, a computer-based system allowing the spoken word to be transformed into the written word almost simultaneously, enables students to attend and participate. Teaching guide.

EJ446107
Collison, Michele
Members of the Academy of Senior Professionals Share Their Experiences with Eckerd Students.
1992
Chronicle of Higher Education; v38 n38 pA27-28 May 27 1992
Through Eckerd College' (Florida) Academy of Senior Professionals, community members with distinguished professional or civic careers are brought on campus to offer insights, present lectures, and provide career counseling to students.

EJ445585
Roberto, Karen A. and Stroes, Johanna
Grandchildren and Grandparents: Roles, Influences, and Relationships.
1992
International Journal of Aging and Human Development; v34 n3p227-39 1992
Explored significance of grandparents to 142 college student grandchildren. Grandchildren reported infrequent current interactions with grandparents, although they did perceive their grandparents, especially grandmothers, as influential in their value development. Grandchildren reported stronger relationships with grandmothers than with grandfathers. Found differences in participation, value development, and relationships according to role in which grandchildren conceptualized grandparents.

EJ442595
Powers, Charles B.
Age Differences and Correlates of Worrying in Young and Elderly Adults
1992
Gerontologist; v32 n1 p82-88 Feb 1992
Cross-sectional investigation compared worry and its correlates in 89 older adults and 74 college students. Older adults expressed significantly fewer worries than did students about finances and social events.

EJ441648
Stern, Milton R.
The New Majority: Impact of Older Students upon the University Today.
1992
Higher Education Management; v4 n1 p13-27 Mar 1992
Discussion of the impact of an older college student population on European higher education looks at the organization of continuing education, part-time education,professional continuing education, distance learning,retirement programs for older adults, continuing education funding, staffing for no-credit education, centralized vs. decentralized administration, and faculty involvement.

ED340918

An Aging Society. An Information Paper Prepared for Use by the Special Committee on Aging. United States Senate, 102d Congress, 1st Session. Committee Print.

Dec 1991

This report is an introduction to the concept of lifelong learning as a key to unlocking resources for an aging society. It describes a myriad of learning programs for older adults, from those provided by giant companies, to those conducted by small community centers, to those developed and run by elderly persons themselves. Programs are described for the healthiest adult learners and for those with Alzheimer's disease. The report covers formal education, informal education, education in the workplace,and intergenerational programs. Laws that affect education for older adults and agencies that can be of help to those interested in lifelong learning are described. Four appendixes address education as a lifelong process, include two quizzes prepared by the National Institute on Aging,summarize major federal statutes providing assistance for continuing education, and summarize state statutes or policy concerning tuition fees in higher education institutions.Twenty-nine references are cited in a bibliography.

ED338271

McKinnon, Norma M. and McKinnon, Ivan D.

An Assessment of the Learning Needs of Mature Adults in Northern Maine Technical College's Service Area.

Nov 1991

In 1991, Northern Maine Technical College (NMTC) conducted a survey of 122 individuals over the age of 55 years to determine their educational interests, their preferences regarding course delivery methods, and their demographic characteristics.

ED344644

Caro, Francis G.Morris, Robert

Older Worker Retraining: An Important New Direction for Higher Education.

Jul 1991

Colleges and universities throughout the United States are faced with the new mission of offering comprehensive educational programs designed to strengthen the employment skills of mature adults. In the coming decades, as the number of young people entering the labor force decreases by an expected one-third, the number of available workers aged 45-54 will increase from 10% to 16%. Rapid changes in technology have made such older workers vulnerable to job loss and prolonged unemployment. At the same time, labor shortages are predicted in high technology jobs and the service industries of insurance, banking, health and human services. Because 48% of the work force is employed in organizations with fewer than 500 employees which lack the resources to provide their own retraining programs,community colleges are the country's most important source of such retraining. As the pool of younger students shrinks,community colleges can allocate more of their resources to the education of older adults.

ED331446

Solomon, Kay Stanford

Impact of Older Students on Higher Education in the United States: 1945-1985.

1991

This paper argues that colleges and universities recruit older students (age 25 and older) but are not responsive to their needs, which are different from those of traditional-aged students. Trends in enrollment of older students in higher education are noted, beginning in 1946 with the return of World War II veterans and the passage of the G.I. Bill. The paper also discusses: higher

education's efforts to deal with the shrinking supply of 18- to 22-year-olds by finding new ways to increase or at least stabilize enrollments, using a corporate approach to direct their activities; adults' reasons for entering higher education;barriers encountered by adult students; and inappropriateness of some college programs and policies.Recommendations are offered for developing services for older students, such as creating an entry education center, adult learner support center, and flexible course arrangements. The paper concludes that returning adult should find caring, committed staff to help them through admissions, help them remain committed, and help find what they want after they graduate.

ED332042
Langenbach, Michael, Comp.
Adult Education Research Annual Conference Proceedings (32nd, Norman, Oklahoma, May 30-June 2, 1991).
1991
Papers in this volume include: "Retirement Learning" (Adair);"Effect of Literacy on Personal Income" (Blunt); "Class Age Composition and Academic Achievement" (Darkenwald et al.); "Framework for Understanding Developmental Change among Older Adults" (Fisher); "Value of Literacy for Rural Elderly" (Freer); "Transformation and Self-Renewal at Midlife" (Karpiak).

ED344041
Resourceful Aging: Today and Tomorrow. Conference Proceedings (Arlington, Virginia, October 9-10, 1990). Volume V. Lifelong Education.
Oct 1990
This document contains 20 papers on lifelong education presented at a conference on aging. The papers, grouped into themes of trends and implications, resourceful roles(students and learners, teachers and mentors) and an agenda for the future, include the following: "Demographic Potential and the Quiet Revolution" (Opening Remarks by Robert A. Harootyan); "Education: Key to America's Future(Keynote Address by Robert Maxwell); "Lifelong Education:The Challenge of Change" (Executive Summary and Commentary by Nina S. Feldman); "Older Americans and Federal Vocational and Adult Education Opportunities" (Timothy Halnon); "An Overview of Lifelong Education (James C. Fisher); "Adult Learning and Life Transitions" (Carol B. Aslanian);"Community Colleges in an Aging Society" (Catherine Ventura-Merkl); "Lifespan Development and Lifelong Learning"(Eileen Feuerbach); "The OASIS (Older Adult Services and Information System) Program" (Donna Pedace); "College and University Programs for Older Adults" (Kenneth E. Young);
N Project LEEP (Literacy Education for the Elderly Project)"(Bella Jacobs); "Computers for Seniors (Francisca Middleon); "Mentoring Motivates Learning throughout the Lifespan" (Carol H. Tice); "Training Machinists for the 21st Century" (Kenneth A. Kudek); "Alternative Certification for Older Teachers" (C. Emily Feistritzer); "Professors in Retirement: Are We Missing an Important Social Resource?"(Arnold J. Auerbach); "Self-Directed Learning for Older Adults" (Roger Hiemstra); "Becoming Part of Something Bigger than Ourselves" (Robert Morris); "Mentoring and the Roles of Older Citizens" (Michael G. Zey); and "Education for America's Future" (Murry Allen). A directory of 30 programs and resources is included.

ED326744 CEO56630
Older Learners: Inner Reflections
Wolf, Mary Alice
2 November 1990
Through in-depth interviews, the motivation and experience of 40 elderhostel participants, aged 60-80, were studied and personal stories were collected. This information was analyzed within the framework of relevant psychosocial and gerontological theory and research.

ED315106 JC 900086
Older Adults: Community College Students of the 1990s
Craig, Ford M.
March 1990
With a declining pool of students to draw from, community colleges need to be concerned about what can be done to serve the needs of a burgeoning older adult population.

ED326725 CEO56595
Aging and Adult Education: A Challenge or Adult Educators
van der Kamp, Max
1990
By the year 2000, at least 20 percent of Europeans will be over 60 years old. As the labor force ages, older employees will have to contribute more to the productivity of organizations. Due to rapid technological changes, ore retraining will be required.

ED326715 CEO56560
Characteristics and Aspirations of Older Learns from Twelye USA Campuses in new South Wales, Queensland and South Australia.
Swindell, Rick
1990
A June 1990 survey was used to determine characteristics and aspirations of University of the Third Age participants in Australia.

ED326710 CEO56553
Competence and Love, an Antidote to Aging
Chene, Adele
1990
An empirical study aimed at understanding the relationship aspect of older adult education focused on the perspective of the practitioners.

ED32663 CEO56361
Midwest Research-to-Practice Conference. An Annual Conference in Adult, Continuing and Community Education.
Northern Illinois University, DeKalb College of Continuing Education
October 1990
This document offers 24 research presentations.

ED300757 CSO09342
Combating Illiteracy among the Elderly: A Cost Effective Strategy. Final Project Report.
National Council on the Aging, Inc.
June 1987
This final report provides a description an the results of the project deigned to target literacy education to the older adult.

ED 287080 CEO48634
The Chicago Coalition for Education and Training for Employment Project of the education Network for Older Adults. Final Report.
Education Network for Older Adults
July 1987
This final report summarizes outcomes of the Chicago Coalition's effort to gather the opinions, based on experience, of employers and employees about the projections of education and training people in the Illinois state school system for employment.

ED244059 CEO38700
Training Older Persons for Employment. The Job Training Partnership Act.
Institute of Lifetime Learning
1983
This booklet is designed to help organizations and individuals who are developing new training programs become familiar with the provision of the Job Training Partnership Act that applies to persons over 55.

ED317795 CEO54596
Literacy Training and Older Americans
Brown, Helen W.
American Association of Retired Persons
September 1989
Based on a review of current literacy efforts, this article suggests future options for the development of literacy programs for the older population.

ED307563 CS009506
Reading and the Elderly. Focused Access to Selected Topics.
Rasmussen, Sonja.
ERIC Clearinghouse.
March 1989
This annotated bibliography presents 34 items from the ERIC database from 1977 to 1987 on the topic of reading as it relates to the elderly.

ED307382 CEO50258
Older Workers. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career and Vocational Education.
1988.
This document overviews trends and issues in the area of older workers.

ED303612 CEO51843
Self-Development: What Older Adults Bring to Education.
Wolf, Mary Alice
November 1988
Education can provide for older persons a means for focusing on society and self; the classroom can serve as a stimulus to creative thinking: discussion as a catalyst for the individual undertaking a new task in life.

ED290895 CEO49566
Selfhood and the Older Learner: The Promise of Education
Wolf, Mary Alice
October 1987
Educators must create learning opportunities to stimulate older adults and help them develop.

ED236015 CEO48298
Wellness for Older Workers and Retirees.
Levin, Robert C.
January 1987
Company sponsored wellness programs are particularly important for older employees inasmuch as they are at a greater risk of disease and disability than are their younger counterparts.

ED233021 CEO47481
Older Adults in Higher Education: A review of the Literature
Leptak, Jeffry
June 1987
A review of literature on older adults in higher education is offered.

ED275836 CEO 45408
The Ecology of Social Support and Older Adult Adaptation: A Review of Research and Educational Implications
Schlamberg, Lawrence B.
April 1986
A detailed review of research was conducted on the relationship of social support of older adults to their general health and well being and the findings were applied to educational outcomes and performance.

ED274793 CEO 45149
Some Quality Issues Regarding Education with the Older Adult: A Review of literature during 1983-85.
Minus, Carolyn D.
May 1986
Forty documents regarding quality issues with the older adult were reviewed.

ED255758 CEO 41306
The Ecology of Older Adult Locus of Control, Mindlessness, and Self-Esteem: A Review of Research and Educational Implications.
A review of research literature pertaining to locus of control in older adults and its application to social and educational settings indicates that reliable generalizations about the self-concept of older adults require a careful consideration of both personal and situational variable.

ED26063 CG018645
Older Adults: Counseling Issues. In Brief: An Information Digest from ERIC/CAPS.
Clements, Judy, Comp.
ERIC Clearinghouse on Counseling and Personnel Services.
1984.
This digest focuses on some special concerns of the elderly such as employment issues, retirements, problems of aging and continuing education, and discusses ways counselors can help.

Closing

The older adult represents a challenging client to the adult educator of now and the future. It is up to each of us to address the challenges and assist the older adult in learning how to learn and enjoy it. For the most part, any efforts we expend in this area are in uncharted waters--we, as adult educators, are facilitating the older adult learner into going where "no one has gone before." The older adult learner represents American's newest and oldest pioneer.

"It is wrong to think of old age as a downward slope. On the contrary, one climbs higher and higher with the advancing years, and that, too, with surprising strides. Brain work comes as easily to the old as physical exertion to the child. One is moving, it is true, toward the end of life, but that end is now a goal, and not a reef in which the vessel may be dashed.

George Sand

Bibliography

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American Association of Homes for the Aging
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American Association of Retired Persons/National REtired Teachers Association
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American College of Surgeons
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